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ABSTRACT

A discussion of the need for bringing vocational education programs to their logical conclusion is presented. The point is made that most students in such programs have as their major objective the obtaining of a job or of a better job. It is suggested that each secondary school serve as an employment agency and that the job placement coordinator serve as an administrator and coordinator, a consultant, and an educator. Criteria for judging the job placement process include: student ability to participate in job interviews, adequacy of student resumes, student ability to complete application forms, the matching of student referrals to job needs, and the coordination and scheduling of interviews. It is suggested that followup of vocational students be an integral part of every program in order to: (1) provide job placement and competency information, (2) provide descriptive and job training information, and (3) provide other sorts of job-related information. The point is also made that vocational teachers must be educated for duties as vocational teacher and counselor. Teachers must be able to assist students in job application procedures and be able to assess student competencies in relation to existing jobs. A selected bibliography is included. Appendices A through N contain various forms. (CK)

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Putting Research into Educational Practice

PREP REPORT No. 32

Job Placement and Followup of Secondary School Vocational Education Students

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National Center for Educational Communication

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PREP Report No. 32

Job Placement and Followup of Secondary School Vocational Education Students

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JOB PLACEMENT
VOCATIONAL EDUCATION STUDENTS

Need and Objectives

Each student who leaves a vocational education program deserves help in taking his next step. The next step for some students will be entry into the job market; for others, entry into apprenticeship programs or the armed services; and for others, entry into programs of further education. Placing each vocational student in his next step is vocational education's responsibility, a responsibility it cannot afford to neglect. In the words of the Senate Committee on Labor and Public Welfare, "Effective occupational preparation is impossible if the school feels that its obligation ends when the student graduates. The school, therefore, must work with employers to build a bridge between school and work. Placing the student on a job and following up his successes and failures provides the best possible information to the school on its own strengths and weaknesses . . . The responsibility of vocational educators for students until they are successfully placed in training-related jobs should be affirmed by including initial job placement within the definition of vocational education." (U.S. Congress, 1968)

In a comprehensive study of the role of the secondary school in preparing youth for employment, Kaufman recommends, "The high school should assume the responsibility to establish a post-high school plan for each departing student. For those who desire employment, the school should provide active assistance until they are placed in jobs." (Kaufman, 1967)

Job placement is a function not assumed by most schools of the Nation, and there is very little information on job placement for vocational students. In a 1970 review and synthesis of research on job placement and followup of vocational students, Little reported that his search for studies dealing specifically with job placement activities was almost fruitless. (Little, 1969)

Job Placement Defined

Job placement as used in this publication refers to assisting the vocational education student upon termination of his schooling to secure, if that is his desire, a productive role in the work force. Generally, this will mean full-time work, although it is conceivable that under certain economic circumstances it may refer to part-time employment. The concern is job placement. In the words of the National Advisory Council on Vocational Education "Every secondary school should be an employment agency." (U.S. National Advisory Council on Vocational Education)

Placement in cooperative work-experience and work-study programs is separate from the job placement function. These activities have preparatory functions which lead to postschool job placement, but their controlling purpose is different. Both cooperative work-experience and work-study programs, however, should work in coordination with job placement functions and activities. Satisfying job placement for students can be an outgrowth of successful cooperative work-experience and work-study programs.

Placement and Evaluation

Not only does job placement serve the needs of students, but it also becomes a means to evaluate instruction in vocational education. A strong vocational education program will prepare students for jobs waiting to be filled. "Ideally, successful placement should be the target of programs of education and training for employment, and this target should control the selection of programs for which training is offered, the nature of the learning experience, the selection of students to be trained, and the counseling activities incident to the program." (Little, 1970)

Reports of the U.S. Senate Committee on Labor and Public Welfare state that research clearly indicates that schools which have accepted responsibility for placing students on initial jobs are far more successful than comparable schools not providing the service. According to the committee two major factors operate: (1) schools with placement programs soon stop preparing students for nonexistent jobs, and (2) information from employers and graduates points to correctable weaknesses in their programs.

Early Leavers and Special Needs Students Require Placement

Job placement services should be extended to early leavers as well as to students who complete vocational programs. More than 20 percent of the students in the Nation terminate their education before meeting diploma requirements. Many of this group are confronted with the need to find jobs. Despite recent urging by Congress and the National Advisory Council on Vocational Education, the needs of early leavers and other special groups continue to be acute. These persons have special difficulties in finding work and usually require special help from job placement services.

Their special problems include: (1) work patterns and skills typically different than those sought by employers, (2) frequent lack of stability and willingness to stay with a job, and (3) age restrictions which limit their suitability for certain jobs. A strong job placement service can alert many of these persons to options in work and training of which they might not be aware and help them avoid becoming school dropouts.

Many of the needs of early school leavers are also shared by "inner core" urban youth, handicapped persons, and disadvantaged persons. Vocational development activities must be intensified for the special needs student. Beyond initial job training, it is essential that special needs students be provided with continuous follow-through counseling and assistance to enable them to maintain employment. Such assistance should be provided until the individual has either received an increase in pay or job advancement. The National Advisory Council's Third Report expresses major concern for the special needs student: "It must become a priority national objective that schools in disadvantaged neighborhoods establish employment offices at once and accept a responsibility for removing barriers to the employment of their graduates." (U.S. National Advisory Council on Vocational Education, 1970)

Desired Job Placement Outcomes

Job placement is the purpose and should be the outcome of occupational education. An adequate job placement service would achieve these goals:

- Meet the school's responsibility to all vocational students, both graduates and school leavers.
- Serve as the bridge between the school and the occupational world.
- Provide data for program evaluation.

The Placement Program

The National Advisory Council for Vocational Education suggests that each secondary school serve as an employment agency. To accomplish this, the relationship of job placement services to the total school program should be established. The rules and regulations covering the 1968 amendments to the Vocational Education Act of 1963 can serve as a guide. These rules and regulations provide for inclusion of job placement services as a part of guidance and counseling for vocational students. The 1968 amendments also indicate that funds from Part D may be used for programs or projects which provide intensive occupational guidance and counseling during the last years in school and for initial job placement. Establishing job placement as a part of the total guidance function will enhance the value of the total guidance and counseling service to students.

The size of the vocational education program, availability of guidance personnel, and administrative procedures determine the way in which job placement services can be integrated into the total school program. While placement activities fit within the guidance program, these services can also be provided as a separate program or by individual vocational teachers. It is recommended that guidance programs of any school include job placement as a major function.

Job Placement Principles

Certain operating principles should govern all job placement programs. The principles which follow have been developed through a review of the literature, an examination of existing job placement programs, and through discussions with employers, teacher educators, local school district personnel, school board members, and State agency workers.

A single office should be identified as a central clearinghouse of job information for the entire school system or district. All information about job openings, job descriptions, salary, employee benefits, applicants recommended, and persons placed should be available in this central office. Employers, students, and staff should find such a centralized office convenient, efficient, and responsible.

Job placement programs should serve all vocational students who seek full-time employment. Schools should be willing to work with each student who enrolls in a vocational education program, graduates as well as early school leavers.

Job placement services and procedures should coordinate with cooperative work-experience and work-study programs. All programs that involve contact and close working relationships with employers should be coordinated to avoid unnecessary duplication of requests for information and confused responsibility among the participants in the programs.

Close working relationships should be developed with employers and personnel managers. Job placement personnel need to know the people who do the hiring and to understand their employee needs. They also must help employers understand the nature of the school's program of occupational preparation and the level of skills and competence to be expected of the graduates. Membership in personnel manager and employer groups and personal visits with employers or their employment officers are recommended.

The job placement coordinator position requires special qualifications. While the job placement coordinator should have many of the same qualities as other guidance personnel, his job requires some additional qualifications and experiences. Experience in business or industry is highly desirable, if not essential. At least an internship in personnel management is recommended. He must also be knowledgeable as to current labor laws and fair employment practices. Few guidance personnel

are prepared to fill the job placement function; even if prepared, they should not be expected to assume placement responsibilities in addition to counseling responsibilities. The job placement function needs and deserves full-time attention.

Functions and Procedures

A student will receive information and services from the job placement office on several occasions. The placement process for a typical student should include:

Initial Contact—Vocational students should register with the job placement office upon enrollment in a vocational program. This early registration should include: (1) verification of a student social security number, (2) information about the student's post-high school plans, (3) the student's occupational and educational objectives, (4) previous or current work-experience, and (5) other information pertinent to successful job placement. This information should be updated throughout his school experience as changes in student plans develop, but certainly just prior to graduation. This data is useful not only in student counseling and job placement, but also in the school's followup studies. (See appendix C)

Updating Records—Student records should be kept current. In addition to the usual information about courses, grades, attendance, test scores, the records should contain information about work-experience, recommendations by employers, assessment of occupational skills and competence, and personal recommendations of teachers. This type of information is readily obtained about students enrolled in cooperative work-experience and work-study programs.

Preparation for Job Selection—The coordinator of job placement can either assist teachers in preparing students by meeting with their classes or by providing necessary inservice training to teachers. Each student should:

- Complete job application forms.
- Develop a résumé about himself and his job qualifications.
- Have instruction in finding jobs.
- Have practice in job interviews, including asking questions of the employer.
- Have an understanding of the current types of jobs and salary considerations.
- Have experience in the effective use of job placement services.

Developing Résumés—Each student should have a personal résumé as a part of his placement file. Résumés should include name, age, address, schooling, marital status, social security number, work-experience and referents. Statements about occupational goals and objectives, special occupational skills and competencies, and the type of employment being sought are especially needed.

Providing Job Opportunity Information—Job information and placement records are essential to a job placement service. These records include reports of jobs available, of persons recommended, of persons who applied, and of the success of their applications. When an applicant is employed, the record includes date of employment, type of job, and beginning salary or wage. This information then forms the base of a followup program. A close working relationship with the local Bureau of Employment Security will assist the job placement service in carrying out this function.

Matching Students with Jobs—Job placement coordinators should exercise discretion in recommending students to employers. This requires a good understanding of each vocational program, knowledge regarding the student's accomplishments, and close communication with employers and their employee needs. If job placement personnel recommend persons for jobs which they are not qualified to fill, the school's efforts to maintain an open door with employers will be hampered. Vocational teachers from each of the program areas have an essential role in helping the coordinators of job placement in meeting this function.

Arranging Job Interviews—Job placement coordinators have responsibility for scheduling

job interviews. Each employer has his own hiring procedures; however, most employers and personnel managers prefer to have students come to their personnel offices for job interviews. During such visits the applicant sees the people and working conditions of the prospective job, and the employer can secure judgments about the applicant from more of his staff. The job placement service should arrange visits to job sites as part of the student's preparation for employment. Should student travel make on-site interviews impractical, employers are usually willing to schedule interviews at the school.

Support for Job Placement Programs

Installation of a job placement program will require community understanding before its acceptance as a budgetary responsibility. However, it is encouraging to note that school board members interviewed during the preparation of this publication were supportive of job placement as a school function, as were personnel managers and employers.

School personnel should urge the establishment of a job placement program within the school. School administrators should recognize the opportunity to sell the school's products to the local community and develop added support for school programs; vocational directors should see successful placement as promoting the expansion of vocational programs; guidance personnel should see a job placement service as a means of extending services to students with added personnel to do the job; vocational teachers should see it as the final reward for their own investment of time and effort to help the student; and students should see it as a supportive service to help them reach job-oriented goals.

Cost vs. Return—In a nationwide study of high school vocational education, including placement programs, Eninger states, "An effective placement service is probably the lowest cost effort that schools can make to substantially increase their performance of placing graduates into their fields of training." (Eninger, 1968)

Experience with job placement services in secondary schools has been too limited to yield firm estimates of the number of students a job placement officer can reasonably serve. Certainly one officer should not try to serve more than 200 students. This number should be even lower in the initial program development stages. Regardless of how schools choose to organize and implement job placement programs, it is recommended that they serve only those students who can be provided the full range of placement services. During initial placement program development, this may mean that each school in a large district has a job placement service rather than a centralized systemwide program.

In developing budget and space allocations for job placement programs, one must consider the following: clerical help, office and reception space, interviewing rooms, phone services, general office equipment and supplies, reproduction equipment, files, and transportation.

Some of these items may already be available in the schools. The extent that they represent increased costs is dependent on existing school programs and services. They represent minimal considerations in providing a job placement program and in total represent a definite increase in the school budget.

Relationship with Nonschool Placement Programs

Job placement programs in the public school system should not be operated in isolation from other placement services. Schools' job placement is only one of many routes that students may use to find a job. As the student prepares to leave school to seek work, it is his option as to whether he utilizes the school's job placement service or some other service such as, the Bureau of Employment Security,

private services, or none of them. If he elects to use outside sources, the school becomes a resource agency to the former student and the school's job placement personnel would be expected to cooperate fully with the employment service personnel. The local school has information resources and expertise that can be supportive to employment office needs in serving former students.

Bureau of Employment Security—In some instances it may be desirable to have a representative of the Bureau of Employment Security stationed in the school. However, it should be kept in mind that the school has a responsibility to make job placement services available within the school.

Postsecondary Programs—Placement offices in postsecondary schools have functions and responsibilities like those described for the secondary school. Postsecondary school students, however, usually are prepared for different levels and types of jobs. The two agencies with coordinated activities can provide broad community coverage on a wide range of occupations and job opportunities.

Private Agencies—Coordination and a good working relationship should be developed with private placement agencies. Schools, particularly those newly involved in placing students, often lack the contacts of well established and reputable firms making a business of placement. These agencies provide services that supplement those made available through schools. Students should have knowledge of opportunities available through these services, their operating procedures, and professional charges.

The Job Placement Coordinator

Roles

The job placement coordinator will serve as an administrator, a coordinator, a consultant, and an educator as follows:

The Administrator—The job placement coordinator is responsible for carrying out administrative policies relative to the job placement program after the school board has established general policies for the operation of the job placement program and an advisory committee has recommended operational policies and other guidelines which are beyond the specific concern of the school board.

The Coordinator—The job placement coordinator is responsible for coordinating his own activities with those of vocational teachers, cooperative program coordinators, the local director of vocational education, the guidance program, classroom teachers in related areas, employers, and outside agencies. Keeping persons in each of these areas informed and working together is essential to an effective job placement program.

The Consultant—The job placement coordinator should be able to advise teachers and students on present and projected worker needs, and to recommend job application procedures as desired by individual employers in the school's service area.

The Educator—In the initial stages of placement service development, the job placement coordinator may need to instruct teachers and students in the preparation of résumés, job interview skills, and job-searching techniques. This dual role as teacher-teacher educator enhances the effectiveness of job placement programs in the early stages. He will continue to have a teacher education function as new personnel utilize services of the placement office.

Relationship With Teachers and the Community

Vocational teachers have an important role in helping students recognize the limits of their preparation and ability, and to understand the work role that they are preparing to assume. Teachers also should make use of job placement personnel in preparing students to seek and apply for work. They need to inform the job placement coordinator about the goals and functions of their specific vocational programs. Coordinators of job placement, in turn, should interpret the goals and functions of the vocational programs to prospective employers.

Teachers outside of the vocational program areas also are a part of the team which prepares students for the world of work. These teachers can help students learn how to fill out job application forms, to interview for jobs, and to further their general competence for successful job placement and performance. A successful job placement service requires the cooperation and support of each of the vocational student's teachers and the supportive personnel of the school.

Working within the community will be an ongoing responsibility of the job placement coordinator. These activities include:

Job Solicitation—Job placement coordinators should provide the community with full information about their services and promote the use of them. Local employers need information about school-related, job placement services; and job placement coordinators should have an understanding and current information about employer needs and employment opportunities. Newspapers and want ads provide a continuing source of information about current job openings. The advisory committee should provide useful suggestions about techniques to use in learning about job openings in the community.

School-Employer Liaison—Advisory committees should provide useful counsel in the de-

velopment of mutual understanding between employers and educators about job descriptions, levels of occupational skill expected, and general competence and personal qualifications of graduates of vocational education programs. School personnel must either ensure that students they recommend can meet the employer's expectations, or they should inform the employer about the level of skill or competence that he should expect of graduates of the vocational education program.

Keeping Abreast of Labor Law Requirements—Age and special requirements of hazardous occupations are of particular importance in placing youthful workers. Job placement coordinators should know the laws and regulations covering these requirements, fair employment practices, and apprenticeship procedures. Not only should they know pertinent labor laws, they should interpret them to students and other vocational education personnel. Bureau of Employment Security personnel and advisory committee members can provide assistance in staying updated in this area.

Working with the Advisory Council—The job placement coordinator will find it advantageous to seek advice from the local vocational advisory council through the local vocational director. It is recommended that a subcommittee of this council be appointed to work directly with the job placement program. Even though recommendations from this committee will need total advisory council approval, it is a means of providing sharper focus on issues dealing with job placement.

Qualifications

Desirable qualifications for job placement coordinators include:

- Successful work experience in business or industry, preferably recent experience.
- Experience as a personnel manager or, in lieu of managerial responsibility, a 3-month internship with one or more personnel managers is desirable.
- A constructive philosophy of vocational education, belief in the dignity and value of all types of useful work, and a high regard for the worth of the individual irrespective of sex or ethnic background.
- Ability to work harmoniously with many kinds of people.
- Ability to speak and write clearly and concisely.
- Knowledge of each vocational program.
- Knowledge of post-high school educational programs and opportunities.
- Familiarity with *The Dictionary of Occupational Titles* and the range of job opportunities within clusters of related occupations.
- A college degree (desirable but not required).

Evaluation

Procedures for evaluating the job placement process should be determined at the onset of the program and be based upon program objectives. The local advisory committee and employers of students should be involved in determining these procedures. The evaluation of job placement services involves a continuous monitoring of the following:

- Student ability to participate in job interviews.
- Adequacy of student résumés.
- Student ability to complete application forms.
- The matching of student referrals to job needs.
- The coordination and scheduling of interviews.

Evaluation of job placement relates closely to the followup of vocational students. Followup issues that focus on job placement services include: how the student secured his first job; student opinions about job placement assistance; number of students who used the service in seeking a second or later job; employer opinions about the job placement service and personnel; opinions of advisory council members; and satisfaction of teachers and administrators with job placement services. These or similiar issues must be investigated to provide the necessary data to continually improve the quality of the job placement program.

The checklist which follows provides a brief overview of the entire job placement program. It shows possible relationships and responsibilities based on the assumption that the job placement program is coordinated closely with the instructional and pupil services programs of the school. It is provided as a guide and will need to be adapted to fit each district's special circumstances.

CHECKLIST OF ACTIVITIES

Activity	Guid. Service	Placement Coor.	Vocational Dir.	Teacher	Administrator	Student
Establishing need for program	2	1*	1	2	2	–
Using advisory council	2	1*	1	3	2	2
Selecting and assigning personnel	2	1*	2	3	1	–
Developing contacts with employers	2	1	2	2	3	–
Coordinating with postsecondary and private employment agencies	3	1	3	3	3	–
Developing cooperative agreements (Bureau of Employment Security)	3	1	2	3	2	–
Establishing clearinghouse for job openings	3	1	3	3	3	–
Coordinating with co-op and other in-school work	3	1	1	2	2	–
Developing in-school information system	2	1	2	2	2	3
Contacting students for information gathering and dissemination	1	1	3	2	3	2
Updating student records	1	1	3	3	3	2
Soliciting jobs	3	1	2	2	3	–
Providing information about job openings	2	1	3	2	3	2
Developing student résumés	3	2	3	1	3	1
Recommending students for job openings	3	1	3	2	3	2
Completing job applications	3	2	3	2	3	1
Coordinating job interviews	3	1	3	3	3	2
Providing legal information	3	1	3	3	3	3
Financing and budgeting	2	2	2	3	1	–
Planning facilities and equipment	2	2	2	3	1	–
Evaluating	2	1	2	2	2	2

* After selection to position has direct involvement.

Key: 1—primary responsibility; 2—direct involvement; 3—should be kept informed.

VOCATIONAL STUDENT FOLLOWUP

Need and Objectives

Followup of vocational students should be an integral part of vocational education programs. Through knowledge gained in student followup studies, educators are able to improve vocational education programs as well as to give further service to former students. Followup is a means of continuing the career development of former students and modifying career development patterns for students who follow.

The best information on the adequacy of vocational education programs comes from the followup of students who are placed on jobs. Following their successes and failures provides the best possible information to the school on its program strengths and limitations and identifies additional student training needs. The U.S. Panel of Consultants on Vocational Education in 1963 called for national data with which to analyze and appraise vocational placement. In 1968, the Committee on Labor and Public Welfare in their "Bridge Report" found that "most schools did not provide efficient vocational placement services, and few schools had organized programs for systematic followup of students after graduation or placement." The committee recommended that the definition of "vocational education" be expanded to include responsibility for vocational student followup. Responsibility for vocational graduate followup tends to encourage schools to utilize the information in evaluating and upgrading their vocational programs. The Vocational Education Amendments of 1968 reflect this thinking in Section 102.8 where the responsibility for student followup is delegated to the guidance and counseling service. Item five of this section of the rules and regulations states that "vocational guidance and counseling services shall be designed to . . . conduct followup procedures to determine the effectiveness of the vocational instruction, and guidance and counseling program."

Current guidelines for State plans for vocational education require information about graduates which requires comprehensive vocational education followup studies of local programs. This requirement spells the need for guidelines and procedures for developing systematic vocational followup studies.

Followup Defined

Followup studies involve the systematic collection of data from former vocational students and present employers to be used: (1) in evaluating the effectiveness of student preparation for employment, and (2) in determining the relevance and adequacy of the vocational education program for the employment market and needs.

Objectives

A vocational student followup program is a collection of information which can be used to evaluate the effectiveness of the job training process and product. It may serve the following specific purposes:

- Provide job placement and job competency information indicating needed curriculum modifications and changes.
- Provide student satisfaction and job skill information useful in evaluating vocational education instructional methods and procedures.
- Provide descriptive information about various jobs useful in guiding students into a training program compatible with their interests and abilities.
- Provide job training information which suggests instructional staff retraining, expansion, or reassignment.
- Provide information about skill training requiring new or additional equipment and facilities.

- Provide information about student needs for additional education and training.
- Provide information necessary in determining the cost-benefit of the vocational education program.
- Provide information useful in evaluating the effectiveness of the vocational guidance program and to measure the demand for a special needs program.

Types of Programs

Strategies or programs for securing vocational education graduate followup data generally take one of three forms: teacher-initiated programs, comprehensive local programs, or statewide followup programs.

Teacher-Initiated Programs

Teacher-initiated programs are efforts by a teacher or program area to collect information concerning their job training effectiveness. These are typical of followup efforts in small schools, in schools with limited vocational programs, in vocational education programs where all teachers are not convinced of the importance of vocational followup, and in situations where no one is responsible for seeing that the job is done.

Strengths—This may be the logical strategy to follow when there is only one vocational education program in the school. Questions can be tailored to the program, resulting in more detailed information than might be acquired if the instrument had to serve several areas. Because the teacher is interested in only the graduates of his class or program area, he can take advantage of the rapport established during the training period to increase likelihood of response to followup inquiries.

Limitations—Teacher-initiated student followup studies encounter severe limitations in securing the magnitude and depth of information required for total vocational program evaluation if there are several program areas in the school. Also, the lack of coordination between vocational program areas encourages duplication of effort by school staff, resulting in confusion by respondents who may receive questionnaires from more than one program area; and it reduces the effectiveness of vocational educators and administrators in coordinating the total local vocational education effort.

Comprehensive Local Followup Programs

A comprehensive local vocational education student followup program refers to a centralized and coordinated effort by all vocational areas in the school to collect information concerning job training effectiveness. It is suggested that the followup procedure be implemented through the guidance services, with the vocational director serving as program coordinator and assuming major responsibility for data utilization.

Strengths—A comprehensive followup program of this nature warrants utilization of the quality of personnel and the quantity of economic resources needed to collect the data necessary for complete program evaluation. Comprehensive programs eliminate duplication of effort that may occur when vocational areas conduct individual followup studies. Finally, comprehensive followup programs can provide data valuable in coordinating the complementary efforts of all vocational program areas in the educational system.

Limitations—The primary limitation of comprehensive followup programs is from the State educational agency's point of view. Data generated by individual local programs may not be uniform from school system to school system, thus making it difficult for the State educational agency to make comparisons necessary in projecting future developments.

Statewide Followup Programs

Statewide vocational education followup programs are systematic efforts by an agency of the State education agency to compile data on all vocational graduates in the State. This placement and training effectiveness data may be used to complete Federal reports, to reflect the balance of vocational programs in the State, and to serve as a basis for vocational ed-

ucation program planning. Several examples of statewide followup programs are "Vocational Education Reporting and Individual Followup by Year" (VERIFY) used in Hawaii, Oregon, Nevada and Wyoming; the "Followup System for Vocational-Preparatory Students for the State of Washington"; and "A System for State Evaluation of Vocational Education" being developed by The Center for Vocational and Technical Education (Starr, 1970). Prior to graduation, data are collected from the student relating to his areas of vocational training, plus necessary information needed to locate the graduate in the future. Following graduation, questionnaires are sent to the graduate periodically (i.e., every year, every other year, or any time that is determined to be appropriate). Collected data are analyzed and made available to local and State educational agencies.

Strengths—Statewide systems are desirable because they secure comparable student followup data on all vocational programs in the State. Data secured in this manner can be used to evaluate the effectiveness of various programs throughout the State, and provide the basis for future State vocational planning.

Limitations—Most statewide vocational education followup programs as they now exist collect data too superficial to provide adequate program planning direction at the local level. Possibly additional questions might be prepared to supplement the questionnaire, thus providing the unique information required by individual local vocational programs.

The major limitation of statewide followup programs has been that the data collected are too superficial for local needs. In view of this, Starr *et al.* (1970) have deveioped a State evaluation system which provides the local schools with evaluative data in a form which can be readily used for annual and long-range program planning and improvement of instruction. The "Initial Followup Survey of Former Vocational Students" (appendix N) is only one of six instruments in the evaluation package which provide data about: (1) program characteristics, including enrollments, program quality, and accessibility; (2) student status and characteristics information, including equal opportunity and special needs data; and (3) followup information for use in assessing the effectiveness of vocational programs in relation to training outcomes. Also included in the evaluation system are data processing routines, computer programs, and suggested formats for data presentation. Persons interested in this material should contact the Product Utilization Specialist at The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio.

Roles and Responsibilities of Educational Personnel

A successful vocational student followup program requires the participation of the local administrator, vocational director, placement coordinator, vocational teacher, advisory council, and the State education agency performing the following duties:

Local Administrator

The local administrator assumes the role of expeditor and facilitator of the education process. He must be aware of the status of the vocational education program, familiar with the purpose and objectives of the followup system, and understand and support its procedures. Administrators should encourage the development of the followup program and provide the personnel and facilities needed.

Vocational Director

The local director of vocational education should assume major responsibility for the followup process. He should take leadership in planning the followup program, enlisting the help of all vocational teachers, administrators, guidance personnel, and the placement coordinator in carrying out the process. His specific duties include identification of needed data, development of the data collection instruments, compilation of the data (data processing), analysis of the data, and utilization of the data (interpreting and disseminating).

Placement Coordinator

The student followup program should be a part of pupil personnel services, and involve the placement coordinator in its operation. The guidance and job placement office have ready access to the school and placement records of the high school graduates and in most cases their permanent addresses. This information is essential to the followup process, simplifying the questionnaire mail-out procedure, and permits the followup information to be made part of the student's permanent record.

Vocational Teacher

Vocational teachers should be a valuable link in the followup process. Teachers, knowledgeable about the followup process, understand the benefits which can be realized from followup information, and serve as effective public information sources. Their daily contact with students during the educational program allows them to instruct students about the value of the procedures used in gathering the information. Their continued association with graduates of their programs make teachers valuable references in locating former students. Local directors of vocational education should work closely with vocational teachers in identifying needed kinds of evaluative information and involve them in constructing the data collection instrument. Teachers may also prepare special parts of the followup instrument (addendum) which may yield information particularly needed in their program areas. Requests for information from former teachers may increase the likelihood of a response.

Advisory Council

The advisory council for vocational education—representing the community, business, and industry—can help identify important issues on which to seek information and assist in interpreting the collected data. Council members who have had direct contact with vocational education graduates as employers can be especially helpful in interpreting followup data and in recommending vocational program modifications and changes.

State Education Agency

The State education agency is interested in providing a comprehensive vocational education program which satisfies the needs of business and industry and provides the new employee with a challenging and rewarding career. It should provide the leadership and resources necessary for developing and supporting a statewide vocational followup effort.

Frequency and Timing of Followup Program

The frequency and timing of followup efforts are generally determined by the purpose for collecting the data and the financial resources available. School systems should collect followup data at least twice after the students leave the vocational program: first, to determine his initial placement and, second, to get a measurement of job adjustment, adequacy of skill development, and worker mobility. Student followup studies beyond 3 years after graduation help determine job histories, worker mobility, and worker adjustment patterns which are of value primarily to researchers. (See the "Checklist of Followup Information from Vocational Graduates"—appendix I.)

Pregraduation Training Data

Information should be collected from students prior to graduation to serve as baseline data for future comparisons. Generally, statewide followup systems require this survey. This information should include name, permanent mailing address, social security number, vocational courses taken (areas of specialization), employment plans, and plans for more education. (See appendix K.)

3-Month Followup

Information gathered 3 months after graduation is required by State education agencies for their reports to the Federal Government. Although the students may be easier to locate after 3 months, the length of time that they may have been on a job is too short to measure essential worker competency. Examples of questions which may be asked at this time are: Are you employed? What kind of a job is it? Is it in the area of your training?

1-Year or 15-Month Followup

A 1-year or 15-month followup of graduates provides the same kinds of information that the 3-month survey collects, but has the advantage of more elapsed time since graduation. The longer period of time allows placement and job adjustment information to be collected from those who did not immediately seek or find employment following graduation. Furthermore, a year on the job should be ample time for the student and employer to evaluate the adequacy of his training. Some questions to be asked of the vocational education graduate are: Were you employed immediately following graduation? What is your occupation now? With whom (firm) are you employed? Where are you employed (address)? Was your preparation adequate? What are some problems you faced in the transition from school to work or to further education? What kinds of additional education and training do you desire? (See appendix L.)

3-Year Followup

The 3-year time period provides comprehensive data on students, including graduates of 2-year postsecondary educational programs. Graduates who entered junior and community colleges, technical institutes, or have taken short courses will generally have completed their studies and been employed for at least 1 year. Questions asked of the graduates should center around their present status, changes of employment since graduation, their evaluation of the high school instructional program and guidance services, and additional education and training needs. (See appendix M.)

5-Year Followup

Five-year followup surveys provide first year job information from graduates of 4-year educational institutions and those recently discharged from military service. In addition, information can be secured relating to education, job histories, and the skills graduates have found most useful in their post-high school studies or jobs. Sufficient time has

elapsed for them to reflect on their choice of careers, and they should be able to identify some of the annoying problems faced in their jobs and studies. Some patterns of worker mobility should begin to emerge at this point.

Longitudinal Followup Studies

Longitudinal followup studies are generally data collections on a sample of graduates or a specific class of 10 or more years. These studies lend themselves to the study of job history, mobility, and worker adjustment patterns.

Population Selection

The followup of vocational trainees of each graduating class is usually recommended. However, a followup of every second or third graduating class may be sufficient to modify the vocational program. Regardless of the frequency of the followup, the problem of locating and getting responses from former students presents real difficulties. Small schools should survey all graduates of each class. Large schools may choose to followup a sample of their class in order to reduce cost. (See form for computing followup cost—appendix J.)

The frequency and timing of the followup surveys will depend upon the utilization of the information collected. Little or nothing is gained by the collection and compilation of data if it is not interpreted and converted to vocational program modification and change.

Collection of Information

The ultimate purpose of vocational followup will dictate when it should be done and the kinds of questions which need to be asked. Generally, information is desired concerning employment data, evaluation of training and related services, need for further training, additional training which has been obtained, and changes in career goals. Eninger (1965) used the following three broad categories to describe the data: occupational history since graduation; educational history since graduation; and present interests, activities, and affiliations.

Occupational History

Eninger (1965) suggests 10 points around which to fashion questions about occupational history:

- *General job placement.* How soon after graduation was the graduate employed?
- *Related job placement.* How quickly did he find employment in a field related to his training?
- *Employment security.* How much of his postgraduation employable time has he spent in full-time employment?
- *Job stability.* How many different employers has he worked for during his employment period?
- *Job satisfaction.* How satisfied has he been with the jobs held during his employment period?
- *Job relatedness.* To what extent have the jobs he has held been related to his high school vocational training?
- *Initial earnings.* What were his initial earnings on the first full-time job?
- *Present earnings.* What are his present earnings *N* years after graduation?
- *Earnings progression.* How have his earnings increased over the total employment period?
- *Job mobility.* How often and how far has he moved to improve employment status?

Educational History

The educational history section of the questionnaire identifies how much college education or noncollege education (private trade schools, apprenticeships, adult courses, or industrial job training) the graduate has acquired. This section should also inquire about additional education or training the graduate plans or desires.

Interests, Activities, and Attitudes

This section tries to identify the graduate's conversational interests; leisure-time activities; organization affiliations; and attitudes toward the school, the guidance services he received, and the adequacy of the vocational education program.

The Data Collection Instrument

The most common means of collecting followup information is the mail questionnaire. Personal or phone interviews are sometimes used to secure data from those who do not return questionnaires. Because of the cost of interviews, however, this procedure is used mostly with small samples.

Once the desired kinds of information are identified, the task becomes one of developing an instrument which is easy to understand, fill out, and process when returned. Schools should engage the services of experts in questionnaire development. If this is not possible, well-designed instruments may be adapted to local use through minor wording changes.

Guidelines for Development—The following general rules (Rummel, 1964) will provide guidance to those who are constructing their own questionnaires:

- Express each item clearly.
- Choose words that have precise meanings.
- Avoid complex or awkward word arrangement.
- Include all qualifications needed to provide a reasonable basis for response selection.
- Avoid the inclusion of nonfunctional words in the term.
- Avoid unessential specificity in the question or in the responses.
- Avoid the inclusion of trivial questions.
- Make the suggested answers simple.
- Be sure the items will seem to the respondent to apply to the situation.
- Refrain from asking questions of opinion unless opinion is what is specifically required.
- Avoid items that are too suggestive or too unstimulating. They should not lead a respondent to go beyond the facts, but they should induce him to provide the required information.
- Phrase questions to avoid the academically or socially acceptable responses. Make it possible for the respondent to answer truthfully without embarrassment.
- Avoid questions that may be checked with several responses when only one response is desired. In fact, such items usually are quite difficult to tabulate and analyze.
- Whenever possible, questions should be worded in such a way that they can be answered simply by a check mark.
- Ask questions in such a way that they will relieve the respondent of as much complex thinking as possible. A popular technique is to reduce a complex question to a series of questions which are easier to answer.
- Avoid the use of words which are susceptible to different interpretations; e.g., moral or immoral, good or bad, rich or poor, intelligent or ignorant, laborer or capitalist.

Structuring for Data Processing—In this age of computers, special attention should be directed toward utilizing machine data processing, even though this may place restrictions on the structure of some questions, particularly upon the coding and analysis of open-ended and subjective response questions. It is recommended that someone who is experienced in coding for data processing review the information gathering instrument format before it is implemented.

Instrument Pretesting—Questionnaires should be pretested in order to find possible flaws and ambiguities not readily apparent to the designer. The pretest asks potential respondents to complete the questionnaire in advance of its being sent out to graduates. This simple procedure can save time and money by reducing the probability of invalid data or a low response rate.

Instrument Continuity—Instruments of comparable construction and content should be used each year. Collection of similar data from year to year allows comparisons to be made between years and between classes. However, the design of the instrument, its contents, and any comparisons made must take into consideration changes in the vocational program objectives.

Locating Vocational Graduates

Locating graduates and securing correct mailing addresses poses a major problem, which is compounded as the graduates are followed up in successive years. The following techniques have been employed with some success:

- Ask all students to complete a form shortly before graduation giving the name and address of next of kin. Students who

know their own address for the ensuing year can also enter it on the form.

- Ask siblings and relatives of graduates who are still in school for the graduate's current mailing address.
- Ask former instructors (especially vocational) who may have maintained contact with the individual after graduation.
- Use publications such as school board letters to the community, student newspapers, or community newspapers to request information.
- Refer to Employment Service Records.

Insuring Response

A primary disadvantage of using the mail questionnaire method is the difficulty in getting an adequate rate of response. The following practices, however, will help increase the rate of return:

- Informing vocational students, prior to graduation, concerning the purpose of following up vocational graduates and the kinds of information they will be asked to provide.
- Using short and uncomplicated instruments, asking only necessary and relevant questions.
- Providing a prepaid return envelope.
- Avoiding personal information as much as possible.
- Placing difficult questions last.
- Offering to mail out the address list and a few words about classmates to all who respond.
- Sending a newspaper clipping about the study along with the questionnaire.
- Using colored or unusual types of instruments to attract attention.
- Using a personalized cover letter signed by a former teacher or counselor.

The project director should strive for at least 60 to 75 percent return on questionnaires. Achievement of this rate of return generally requires a series of followup contacts after the initial instrument has been sent. To further validate the data, a sample of 5 to 10 percent of the nonrespondents should be contacted by telephone or in person to determine if they differ from the respondents.

The Central Kentucky Vocational Education Evaluation Project outlines a detailed strategy for vocational graduate followup designed to encourage responses. A card or letter is sent to the former student prior to mailing the followup instrument. The purpose of this card or letter is to alert the graduate that he will soon be receiving an important instrument which he is urged to complete and return as soon as possible. The following mailing pattern is suggested at 1-week intervals:

First mailing	—mail the followup instrument, the cover letter, and the return envelope stamped and addressed.
Second mailing	—mail the first thank you—reminder card.
Third mailing	—mail the second followup instrument, the second cover letter, and the return envelope stamped and addressed.
Fourth mailing	—mail the second thank you —reminder card.

The cover letter should be brief, but indicate the purpose of the study, the uses to be made of the findings, the importance of hearing from everyone in the class, a suggested date for returning the form and assurance of the confidentiality of the information to be provided. If at all possible, the cover letter should be signed by a person whom the former student will recognize and trust.

Followup instruments should be mailed so that the former student receives it during the early part of the week. When using a multiple mailing approach use a different strategy on subsequent contacts.

Letterheads and return addresses with which the former students can easily identify should be used. The physical appearance of the materials should be of professional layout and designed to arouse interest.

Employer Followup

In addition to following up former students of vocational education, employer reactions should be sought. Employers usually will cooperate and give candid evaluations of the employee and his training program. Care must be exercised so that employers of large firms are not overburdened with followup instruments. It is suggested that such employers be asked to respond to only one questionnaire about each vocational program in which he employs one of the school's graduates. The following questions are some which may be asked of an employer:

- How many persons do you employ?
- What are the major job descriptions of your employees?
- Are you satisfied with the performance of vocational program graduates?
- Are there any particularly strong areas in the graduates' training?
- What additional preemployment skills are needed by the employees?
- What are the advancement rate and level of job entry of vocational education graduates compared with nonvocational students?
- What is your projected need for additional workers in the next 2 years?
- Has the relationship with the school placement service been satisfactory? How might it be improved?

The information received from employers should be considered together with data collected from vocational education graduates to serve as a basis for program evaluation and planning.

Treatment and Use of Followup Data

Preparation of the Report

The compilation and analysis of student followup data and the organization of the final report are determined by the original purpose and objectives of the study. Data must be compiled and analyzed so that information and comparisons about the various parts of the vocational program are clearly presented. The use of tables, charts, and graphs may be used to improve clarity and understanding.

Use of the Report

The followup report may be used:

- As a basis for modification of the curriculum in terms of graduate employment and job skill information.
- To show employment trends and job mobility.
- To determine additional educational programs needed by former students.
- To determine the effectiveness of the guidance department and other special services.
- To justify the continued existence of a current program.
- To show legislative committees the effectiveness of programs of vocational education.
- To upgrade the public image of vocational training.
- To show the services provided to people by the vocational education program.
- For publicity purposes.

Interpretation of Data

Following the analysis of data and preparation of the final report, a difficult and important part remains—comparing the information against original program objectives, identifying implications for the local program, and suggesting program modifications. To achieve these tasks, the following strategy is suggested:

Involve all persons—Everyone involved in the local vocational education program must be included in the data interpretation process, i.e., vocational teachers, "general" education teachers, guidance personnel, placement coordinator, administrator, and the local director of vocational education.

Local director should assume leadership—The local director should assume responsibility for presiding over a joint meeting and insuring that everyone has received a copy of the followup report several days prior to the session.

Involve the advisory council—Utilizing the followup information to evaluate the effectiveness of the vocational training program is a task that cannot be done in isolation from the work world. As has been noted earlier, lay advisory councils can provide a linkage between the vocational program and business and industry. Several members of the advisory council may employ graduates of the vocational program and are aware of strengths and limitations in the training program. They can lend their special expertise in translating student followup data into needed vocational program modifications and changes.

Evaluate the vocational program in terms of its objectives—Each vocational program area, guidance services, and the job placement service should be evaluated. Decisions concerning vocational program adjustments should be based upon followup data secured in terms of the program's ability to achieve its original objectives. Program objectives which appear inappropriate or unachievable should be revised.

Dissemination of the Report

Findings of the followup study should be supplied to all persons interested in or responsible for any part of the vocational program, including administrators, school board members, vocational teachers, "general" education teachers, counselors, regional supervisors, and the State education agency.

Checklist of Procedural Activities in the Vocational Student Followup Process

To aid the user in implementing a vocational student followup program, the following is a chronological list of the procedural activities previously discussed:

_____ Determine the kinds of information needed.

_____ Identify the classes to be followed up (decide if a sample is to be used or not).

_____ Compute project personnel and financial resources needed (refer to the planning sheet—appendix J).

_____ Call a meeting of vocational teachers and guidance personnel to plan data collecting instrument.

_____ Locate student addresses and develop a mailing list.

_____ Develop data collection instrument (make sure it can be coded for data processing).

_____ Pretest instrument and revise where necessary.

_____ Print instruments.

_____ Mail out instruments.

_____ Identify changes of address as instruments are returned.

_____ Send reminders and followup instruments.

_____ Code information for data processing.

_____ Analyze data and prepare written report.

_____ Disseminate to teachers, administrators, school board, advisory council, and guidance personnel.

_____ With the help of the advisory committee, school personnel (vocational director, vocational teachers, administrators, and guidance personnel) interpret data in terms of implications for change in the present program.

_____ Make appropriate program changes.

_____ Report changes in the outcomes of the study report.

Selected Job Placement and Student Followup Programs

During the project, several schools and agencies were identified as having sound or innovative job placement or student followup programs. Various aspects of job placement and student followup are listed along with the name of the school or agency currently involved in that phase of the program.

Job placement programs sponsored by State education agencies or the National Urban League to help disadvantaged and inner-city youth find employment. Placement specialists work with school personnel and employers to provide students with employment information and help place students in jobs for which they are suited.

Akron-Summit County Placement Department
Akron and Summit County Public Schools
80 West Center Street
Akron, Ohio 44308

Job Development Service
Quincy-Woodhill Center
Room 324
10600 Quincy Avenue
Cleveland, Ohio 44106

School to Industry Job Development Program
The Pittsburgh Board of Education
Division of Occupational, Vocational, and Technical Education
635 Ridge Avenue
Pittsburgh, Pennsylvania 15212

School to Industry Program
Minneapolis Public Schools
807 N.E. Broadway
Minneapolis, Minnesota 55413

Statewide job placement program for area vocational-technical schools.

Georgia has a program entitled TECHDAYS where business and industrial representatives come to the school and describe opportunities offered by their firms. They interview interested students personally, by appointment. Throughout the remainder of the day, employers may also make appointments and arrange for students to visit their businesses.

TECHDAYS: Georgia's State-Wide Job Placement Program for Area Vocational-Technical Schools
Georgia State Department of Education
302 State Office Building
Atlanta, Georgia 30323

The following schools are representative of those having effective ongoing student followup programs, and were the source of several instruments found in the appendix section.

Union High School
District No. 5
Milwaukie, Oregon 97222

Western Wisconsin Technical Institute
LaCrosse, Wisconsin 54601

Eastland Vocational Center
4465 South Hamilton Road
Groveport, Ohio 43125

Systematic statewide evaluation of vocational education.

The Center for Vocational and Technical Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

Vocational Education Reporting and Individual Followup by Year (VERIFY)
The Palo Alto Educational Systems, Incorporated
Scottsdale, Arizona 85251

Performance-based vocational teacher education pilot programs.

Department of Vocational Education
University of Missouri
Columbia, Missouri 65201

Department of Vocational Education
Oregon State University
Corvallis, Oregon 97331

A TEACHER EDUCATION PROGRAM ON JOB PLACEMENT AND STUDENT FOLLOWUP

Introduction

Vocational education programs of the future will be emphasizing job placement and student followup programs. Consequently, vocational teachers must know how to assist, or carry out, job placement and student followup. Preparation for these duties should be included as a part of both vocational teacher and counselor preservice and inservice education. The responsibility for such preparation rests with vocational teacher educators.

An ad hoc committee of vocational teacher educators was asked to help identify a list of teacher competencies related to job placement and student followup. The competencies identified by this committee should prove useful to teacher educators. Teacher educators may choose to develop them as objectives of units to be included in present vocational teacher preparation courses, or, as teacher education curriculums become more performance-based, they can be used as objectives of minicourses or individualized learning units.

The materials which follow present the identified competencies and suggest alternative procedures for their development.

Job Placement

Definition

Job placement is defined as the process of helping students acquire a wage earning role as they exit from the educational program. Generally, job placement implies full-time work, yet under certain economic conditions and individual circumstances it may be limited to part-time employment.

Competencies and Suggested Activities

The format for the competency statements which follow utilize a "what, why, and how" approach. Each statement of "what" is followed by a brief rationale and a number of suggestions or alternatives which vocational teacher educators may use to develop these abilities in their students. These statements should be considered as a guide in implementing curriculum change. At this point, they represent the best judgment of an *ad hoc* committee of teacher educators and deserve further verification.

1. **What:** *The teacher should be able to assess student competencies in relation to existing jobs.*

   Why: As teachers work with job placement programs they will become a primary source of information regarding students' ability to fill job openings. To make effective recommendations the vocational teacher must understand the requirements of the job and evaluate student abilities in relationship to the job.

   How: Suggested activities for developing teacher abilities required in the performance of this task are to:

   - Confer with employers to gain understanding of specific job requirements—skills, attitudes, physical requirements, and working conditions.
   - Practice assessment of fellow students' competencies and skills.
   - Study objective tests and measurement devices used by individual businesses and industries as screening and pre-employment tests, i.e., Wonderlic Personnel Inventory.

2. **What:** *The teacher will be able to assist students in job application procedures.*

   Why: Vocational teachers must teach students the steps and help them acquire

the skills involved in securing a job—from job hunting to the final interview.

How: Activities which lead toward teacher competence in performing this task are to:

- Practice role-playing in simulated job interviews and job applications.
- Prepare personal résumés for use in seeking a position. (See appendix F.)
- Interview personnel managers to acquire interviewing skills and familiarity with job application procedures and expectations.
- Use television tapes depicting job application events and interviews. These may be from role playing or actual interviews; either will provide opportunities for conducting critiques.

3. **What:** *The teacher should be able to interpret employer's job descriptions.*

Why: Job announcements frequently are accompanied by job descriptions. Vocational educators must be able to interpret the job represented by the description and the skills required. To develop this ability the vocational educator should check his understanding with that of employers.

How: Suggested activities are to:

- Utilize current job descriptions to analyze and compare with existing vocational program objectives. (Job descriptions may be obtained from the Bureau of Employment Security or employers.)
- Hold on-the-job discussions with supervisors and foremen to determine any expectations not clearly specified by job descriptions.

4. **What:** *The teacher should be able to develop a working relationship with employers, personnel managers, and Bureau of Employment Security personnel.*

Why: It is vital that the vocational educator have access to and open communication with each of the above groups. A working relationship with these groups is beneficial to cooperative work experience programs and the operation of advisory councils.

How: Activities which can help teachers begin the process of developing good working relationships with these groups are to:

- Have students make local manpower needs surveys in cooperation with the Bureau of Employment Security.
- Utilize panels of personnel managers to explain their roles and needs related to vocational education.
- Assign students to spend time with personnel managers.
- Have students survey employers for cooperative work stations and employee needs.

5. **What:** *The teacher will be able to understand and interpret manpower data in relation to existing placement opportunities.*

Why: Manpower projections are reported in gross terms as compared with actual job openings. Teachers need to develop the ability to use both types of information in helping students understand employment opportunities.

How: Suggested activities leading to teacher competency are to:

- Compare current classified ads with manpower data projections.

- Hold discussions with labor department representatives and employers to understand how manpower data are developed.
- Examine age and previous work experience requirements for specific jobs to understand the limitations imposed in some job categories.

6. **What:** *The teacher will be able to work cooperatively with guidance and counseling personnel.*

   Why: Vocational education teachers are dependent on the services of the guidance program, from recruitment and advisement of students through job placement and student followup. Vocational teachers must understand the functions of the guidance program and develop a cooperative working relationship with the guidance staff in promoting a successful vocational program.

   How: Suggested activities are to:

   - Hold campus seminars for preservice vocational teachers and counselors.
   - Have preservice vocational teachers observe local guidance programs.
   - Help guidance counselors develop an understanding of vocational program objectives and current job descriptions.

Followup

Definition

Vocational student followup is a systematic collection of data from former students and their employers which is useful for program evaluation and program planning.

Competencies

The format for the followup competencies differs slightly from that used with job placement. Activities for the development of the following four competencies overlap; therefore, they are presented as one group following the four "what" and "why" statements.

1. **What:** *Teachers will be able to understand and apply appropriate step-by-step procedures for vocational student followup. These include:*

   - Selection or development of appropriate instruments for both student and employer followup.
   - Participation in the statewide followup program, to prevent duplication by the local effort.
   - Utilization of appropriate instruments for both student and employer followup.
   - Preparation of students to participate in followup program.
   - Determination of appropriate frequency of followup.
   - Implementation of procedures for securing student addresses.
   - Utilization of proper sample selection techniques.
   - Selection of nonvocational sample for comparative purposes.
   - Considerations in collecting employer followup data.
   - See checklist on page 29 for additional procedures.

   Why: At the present time, there is much confusion or misunderstanding about the procedures for student followup. As statewide systems which provide data applicable to local program evaluation are developed, this ambiguity may lessen. Nevertheless, teachers must be prepared to assist in decision-

making regarding procedures to be utilized in conducting effective local student followup.

2. **What:** *Teachers will be able to analyze and utilize followup data in the evaluation of vocational programs.*

   Why: Properly obtained followup data should be utilized in program evaluation. Short-term and long-term implications for program modification should be searched out by teachers in cooperation with advisory council members.

3. **What:** *Teachers will recognize the need for student followup programs.*

   Why: Followup procedures involve local teachers. They must have a positive attitude toward and accept the responsibility for followup if change is to occur in the vocational program.

4. **What:** *The teacher will be able to work cooperatively with guidance and counseling personnel.*

   Why: Vocational education teachers are dependent on the services of the guidance program, from recruitment and advisement of students through job placement and student followup. Vocational teachers must understand the functions of the guidance program and develop a cooperative working relationship with the guidance staff in promoting a successful vocational program.

Suggested Activities

Suggested activities leading to the acquisition of teacher competencies required for student followup are to:

- Use case studies in applying followup procedures.
- Involve students in followup studies. (See appendixes G through M for development of instruments.)
- Have students work with local advisory councils in utilizing followup data.
- Conduct a followup of nonvocational students in schools which have not included this as part of their student followup program.
- Hold campus seminars for preservice vocational teachers and counselors.
- Have preservice vocational teachers observe local guidance programs.
- Help guidance counselors increase their understanding of vocational program objectives and current job descriptions.

Recommendation

The competencies listed for vocational teachers in job placement and student followup are a starting point for the teacher educator. The teacher educator must examine present curriculums and determine specific objectives to be achieved if teachers are to acquire the competencies related to job placement and followup.

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APPENDIX A

*JOB ORDER**

DATE_____197_

COMPANY _____ ADDRESS _____ ZIP_____

PHONE _____ CONTACT M _____ TITLE _____

JOB TITLE _____ No. _____M_____F _____ Starting Rate $_____ Hours _____

DUTIES _____

_____

_____

EDUCATIONAL REQUIREMENTS: _____

_____

SPECIAL PHYSICAL REQUIREMENTS: _____

CO. BENEFITS: Tuition refund—Yes No % REFERRALS: _____

BLUE CROSS: Yes No _____

PENSION PLAN _____

VACATION POLICY _____

OTHER _____

CO. LITERATURE _____

**Job Development Service*
Cleveland Public Schools
Cleveland, Ohio

APPENDIX B

JOB APPLICATION*

(Please print) Social Security No. Date of Birth

NAME

Last First Middle Phone No. School Attending

ADDRESS

Street and Number City Zip

Vocational courses: (List course and grade)

List scholastic honors received

What school activities have you participated in?

What are your hobbies and interests?

What have you done to earn money during your school years?

Do you have a driver's license? Yes ☐ No ☐

Has your driver's license even been suspended? Yes ☐ No ☐

Are you now under a doctor's care? Yes ☐ No ☐

What serious illness, operations, or accidents have you had?

FACULTY REFERENCES

NAME SCHOOL

1.

2.

Write a short paragraph about your plans or desires for your future career.

Signature

*Job Development Service
Cleveland Public Schools
Cleveland, Ohio*

APPENDIX C

STUDENT REGISTRATION INFORMATION FORM*

Date:_____

Please Print:

Name: _____ Sex: _____
(Last) (First) (Middle)

Home Address _____
(Street Number) (City) (Zip)

Home School _____

Grade Next School Year: _____

Present Program at Eastland: _____

Do you plan to return to the Eastland Vocational Center next school year?

(Circle one) Yes No

If the answer is NO to the above question, where will you be attending school?

_____

What subjects will you be taking?

_____ _____

_____ _____

_____ _____

If the answer to the *first* question is YES, list the vocational area and academic subject(s) you plan to take.

_____

_____

_____

*Eastland Vocational Center
Guidance and Placement Office
Columbus, Ohio*

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APPENDIX D

STUDENT PLACEMENT REPORT*

NAME _____

EMPLOYER _____

EMPLOYER ADDRESS _____

COURSE AT EASTLAND _____

JOB DESCRIPTION _____

_____

_____

PAY RATE _____ HOURS OR SHIFT _____

HOW DID YOU SECURE THIS JOB? (check one)

_____ INSTRUCTOR

_____ SUPERVISOR

_____ FRIEND

_____ GUIDANCE OFFICE

_____ NEWSPAPER AD

_____ STATE EMPLOYMENT OFFICE

_____ RELATIVE

_____ OTHER

DATE OF GRADUATION _____

DATE EMPLOYMENT SECURED _____

DATE STARTED TO WORK _____

DID YOUR TRAINING AT EASTLAND QUALIFY YOU FOR THE JOB WHICH YOU ACCEPTED? _____

COMMENTS _____

_____

ALL INFORMATION WILL REMAIN CONFIDENTIAL, IT WILL BE USED ONLY TO EVALUATE OUR PROGRAM AND TO MAKE FUTURE IMPROVEMENTS.

**Eastland Vocational Center*
Columbus, Ohio

APPENDIX E

SENIOR INFORMATION FORM*

Date_____

Name _____ Birth Date_____
Last First Middle

School_____Homeroom No._____Teacher_____

Class of_____Home Address_____Zip_____Phone_____

Neighbor's Phone_____Social Security No._____Height_____Weight_____

Live with Parents____Guardian____Relatives____Drivers License Yes____No____

Do you intend to get further education or training? Yes____When_____Where_____

No_____

If not going on to further education, what? _____

Type of vocational courses taken: _____

_____

_____

Hobbies or Interests _____

PREVIOUS EMPLOYMENT HISTORY

Employer	Job	From	To	Reason for leaving

Do not write below this line

DATES EMPLOYED

Employer	Job	From	To	Remarks

(Continued)

*Job Development Service
Cleveland Public Schools
Cleveland, Ohio*

(Continued)

SENIOR INFORMATION FORM

MAJOR COURSES

10th Grade Course	Mark	11th Grade Course	Mark	12th Grade Course	Mark

Attendance _____ Activities _____

COUNSELOR'S RECOMMENDATIONS _____

EMPLOYMENT INTERVIEWS

Date	Company	Contact	Job Opening	Results

COUNSELING RECORD

Date:_____ _____

Date:_____ _____

Date:_____ _____

Date:_____ _____

APPENDIX F

SAMPLE RESUME*

Name: Jane Smith

Address: 1348 Oak Street
Medford, Oregon 97501

Telephone: 773-1834

I. Personal Data:

Age: 18
Height: 5'6"
Weight: 130 lbs.

Health: Excellent
Marital Status: Single
Social Security: #345-50-5232

II. Education:

Graduated from high school in the top 5% of my class, and plan to study oceanography in college. Already have 3 hours of postgraduate credit in oceanography from a special arrangement which allowed me to attend a college class normally open only to graduates.

III. Work Experience:

a. July 1964-Aug. 1964, Library Assistant, McLoughlin Jr. High School. Was in charge of rebuilding the magazine section of the library after the fire of June 30. Was also responsible for reporting magazine damage to the insurance company. This position required keeping track of my own time and making decisions with a minimum amount of supervision.
Ref: Mrs. C. Jones 905 W. 8th, Jacksonville, Oregon

b. June 1965-Aug. 1965, Full-time babysitting at home.
Ref: Mrs. Rae Omenn, 135 Lincoln, Medford, Oregon.

c. July 1966-Aug. 1966, Receptionist, Project Prometheus, Ashland, Ore. As one of the student receptionists at Project Prometheus (a 6-week special educational project at Southern Oregon College), was required to answer the telephone, take messages, ring students' rooms to notify them of calls or visitors, make sure the check in-out system was used properly, and to remember the names of 200 fellow students.
Ref: Mr. Robert Sylva, Director of Project Prometheus, IED Office, Jackson County Courthouse Annex, Medford, Oregon

d. Aug. 1966-Jan. 1967, Library Assistant, McLoughlin Jr. High School. The first 3 weeks prepared books for inventory, filed their cards, and prepared spine numbers, book jackets, and card pockets. Was responsible for working on and finishing assigned tasks without supervision. After school started, worked after classes helping the students, filing cards, shelving, mending, and processing books. Had complete supervision over 6 bulletin boards and a display case. Also designed and implemented a new system of filing for the book jackets used in displays. Was responsible for my own time sheet and for closing the library.

**Creative Job Search Program, Oregon Bureau of Labor*

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Ref: Mrs. Mary Moore, 228 Muse Road, Medford, Oregon

IV. Equipment Can Operate:

car (shift, automatic)
electric sewing machine
typewriter (manual)
cash register
portable tape recorder
electric stapler
record player
overhead projector
slide rule
electric paper shaker
shell loader
book mending equipment
telephone (father's office is at home and am often required to handle his business calls)
all types of outdoor and kitchen equipment
SCUBA tank and regulator
movie and slide projector
chemistry and biology lab equip.
electric and manual collator
electric paper punch
manual plastic binder placer
Dewey Decimal filing system

V. Hobbies:

Enjoy working with animals, and have had the most experience training dogs and horses. Swim as often as possible, with current interest lying in the area of skin and SCUBA diving. Read a great deal (nonfiction sociology and anthropology), sew my own clothing, and listen to music.

VI. Additional Comments:

a. Experience in the field of library science totals 6 years.

b. Was selected as the best speech student as a freshman, have had 3 years of debate and speech in school, have been an M.C. on three occasions, and have been complimented on ability to speak to an audience with ease.

c. Have been responsible for large sums of money and making change while chairman of the concessions stand at high school basketball games.

d. Like to be responsible for seeing that a job is done and done well, and like to be involved in making it work out. Like to think on my own, and especially enjoy working out systems to increase the efficiency and ease of some task.

e. Am very much interested in situations where I can help people see the right answer for themselves or help them to understand something (positions have fulfilled as an assistant librarian and informal tutor).

f. Perhaps most importantly, am an ardent capitalist. Like to help other people make a good profit because I know that means that I am making a profit for myself.

INITIAL DATA COLLECTION QUESTIONNAIRE*
(4 X 6 card)

NAME_____ CLUSTER_____
ADDRESS_____ HOME SCHOOL_____
HOME PHONE_____ COUNSELOR_____

CAREER PLANS

FULL-TIME EMPLOYMENT_____

_____

FORMAL TRAINING_____ APPRENTICESHIP_____
—FULL-TIME_____
—PART-TIME_____ *CAREER PLANS*
—RELATED_____
—NOT RELATED_____
—INDEFINITE_____

MILITARY SERVICE
—ENLIST_____ —BRANCH_____
—RESERVES_____ —WAIT TO BE DRAFTED_____

(FRONT)

WORK/TRAINING AND PLACEMENT INFORMATION

EMPLOYER_____ ADDRESS_____
_____ PHONE_____
SUPERVISOR_____ HOURS WORKING PER WEEK_____

TYPE OF PLACEMENT
—PART-TIME_____
—RELEASE-TIME_____
—TEMPORARY_____

GRADUATE PLACFMENT INFORMATION

**Milwaukie School District #5*
Milwaukie, Oregon

APPENDIX H

CATEGORY 1 2 3 4 5 6

OCCUPATIONAL SKILLS CENTER
PREGRADUATE SURVEY*

1. NAME_____ 3. LEVEL COMPLETED_____

2. ADDRESS_____ 4. COURSE(S)_____

_____

5. Based upon your present thinking, what do you feel your plans for the coming year will be. Be as specific as possible.

THE FOLLOWING QUESTIONS REQUIRE HONEST ANSWERS. ANYTHING YOU WRITE WILL NOT BE SHOWN TO ANYONE WHERE YOUR NAME AND WHAT YOU SAY WILL BE CONNECTED. IT IS ONLY BY YOUR GIVING HONEST ANSWERS THAT WE CAN BE EFFECTIVE IN MAKING CHANGES OR ADDITIONS IN THE PROGRAM, WHICH YOU FEEL WOULD MAKE THE PROGRAM BETTER.

6. Why did you enroll in a program at the Skills Center?

7. Since coming to the Skills Center, what special activities/events have made you feel the time spent in the program was worthwhile?

8. (A) If you participated in any one of the special work experience programs or industrial training schools, tell how you feel it was of benefit in assisting you in planning for a post-high school career. Did participation in the program change your mind in any way about what you are planning to do?
(B) If you participated in one of the above, how do you feel your time at the Skills Center assisted in making the additional experiences worthwhile? Did you feel you had training which related to the "real" experiences you faced while on the special program? If you felt ill-prepared, tell why.

9. In a few words explain how attendance at the Skills Center has influenced your attitude about the following:

   A. School in general:

   B. Regular attendance:

   C. Grades and performance evaluation:

10. Would you permit us to contact your parent/guardian to gain a better understanding of how they feel about the Skills Center programs? If your answer is yes, please list a current address and phone number where they may be reached.

11. Now that you have answered my questions I would like for you to be able to sound off about anything, either positive or negative, you wish to. If you feel changes should be made, what are they? If we are missing the boat about the way we do things, let us know. Remember, the only way we can insure the programs here will meet the needs you come with is to know how you feel. Now is your chance to help those who will be here in years to come.

**Milwaukie School District #5*
Milwaukie, Oregon

APPENDIX I

CHECKLIST OF FOLLOWUP INFORMATION
FROM VOCATIONAL GRADUATES

Item	Pre-Graduation	One Year	Three Year	Five Year	Ten Year
1. Name	X	X	X	X	X
2. Permanent mailing address	X	X	X	X	X
3. Social security number	X	X	X	X	X
4. Vocational courses taken (areas of specialization)	X	X	X	X	X
5. Plans for more formal education	X	X	X	X	X
6. Future employment plans	X	X	X	X	
7. Since you left this vocational program, have you sought full-time employment?		X	X		
8. If you did not seek full-time employment when you left this vocational program, indicate the reason.		X	X	X	
9. Did you seek part-time employment when you left this vocational program?		X	X		
10. If you sought part-time employment instead of full-time employment, indicate the reason.		X	X		
11. How many full-time jobs have you held since you left this vocational program?		X	X	X	X
12. What is your job? (Job description)		X	X	X	X
13. Does your job relate closely to the training you received?		X	X	X	X
14. Did your vocational training program adequately prepare you for your first job?		X			
15. What was your beginning hourly wage on your first full-time job after leaving the vocational program?		X			
16. How did you get your first full-time job?		X			
17. After you got your first job, have you ever again used any of the job placement services provided by the school?		X	X	X	X
18. What is the most you have earned on a full-time job?		X	X	X	X
19. What is the location of your present job or most recent job?		X	X	X	X
20. What is your current employment status?		X	X	X	X
21. Were you satisfied with the vocational training you received in the program?		X	X		
22. Since you left this vocational program, have you enrolled in any additional education programs?		X	X	X	X
23. Are you now enrolled in a vocational program?		X	X	X	X
24. Are you interested in getting more vocational training?		X	X	X	X
25. What kind of training are you interested in receiving?		X	X	X	X
26. What are some problems you faced in the transition from school to work or more education?		X	X	X	X
27. Are you satisfied with your work role?		X	X	X	X
28. What courses and/or teachers were most helpful?		X	X		

APPENDIX J

COMPUTING FOLLOWUP COST

	Cost
Personnel	
Professional time_____hrs. @_____/hr.	_____
Clerical time_____hrs. @_____/hr.	_____
Supplies	
Printing costs	_____
Envelopes and paper	_____
Communication	
Telephone	_____
Postage (original and followup)	_____
Travel	
Preparation of final report	_____
Data Processing	_____

APPENDIX K

PREGRADUATION STUDENT DATA

1. Name _____

2. Address _____
Street

_____
City State ZiP

3. Social Security Number _____

4. Sex M___ F___

5. Date of Birth _____
Month/Year

6. Present vocational course registration

   (a) School _____

   (b) Vocational Course _____

   (c) Instructor's Name _____

7. Expected date of graduation _____

8. Vocational courses taken _____

   _____

9. Cooperative training

   (a) Training station _____

   (b) Type of business _____

   (c) Weekly earnings _____

   (d) Hours worked per week _____

10. Plans for more education _____

11. Employment plans _____

_____

APPENDIX L

One-Year or Fifteen-Month
Student Followup*

1. Name _____

2. Address _____
Street

_____
City State ZIP

3. Social Security Number _____

4. Vocational Program _____

5. Sex: Male ___ Female ___

Are you employed? Yes ☐ No ☐ If yes, answer Section I below. If no, answer Section II below. All alumni answer Section III.

Section I:

a. Job title: _____

Describe duties: _____

_____

b. Name of company or business: _____

Address of employer—City _____ State _____

c. Gross starting salary $_____

Circle one: hour weekly monthly yearly biweekly

Average number of hours per week _____

d. Which one of the following was most effective in obtaining your job?

Someone working at this school ☐
Friends and relatives ☐
Advertisements ☐
Public employment agency ☐
Private employment agency ☐
Returned to previous employer ☐
Other ☐ Specify _____

---

* *Adapted from a form developed by Western Wisconsin Technical Institute, La Crosse, Wisconsin*

e. Was your starting job the kind you expected upon graduation? Yes ☐ No ☐
Comment: _____

_____

f. What are some problems you faced in the transition or adjustment from school to work?

_____

_____

_____

g. What kinds of additional education and training do you desire?

_____

_____

_____

(PLEASE COMPLETE SECTION III NEXT)

SECTION II:

a. Seeking employment Yes ☐ No ☐
If no, check one of the following:
Active military service ☐
Drafted ☐ Volunteer ☐ Enlisted man ☐ Officer ☐
In school full-time ☐
Married (homemaker) ☐
Peace Corps or VISTA ☐
Other ☐ Specify _____

_____

If you were employed at the time of induction, describe your job _____

_____

Describe your duties in service _____

_____

SECTION III:

a. How many employers were contacted while seeking employment? _____
Upon graduation did you find opportunities for employment? Yes ☐ No ☐
At this point, do you think your training prepared you for your job? Yes ☐ No ☐
Would you recommend the program you have completed to others? Yes ☐ No ☐
Comment: _____

_____

b. Circle the number that you feel best describes the vocational training you received. (Use the descriptions below the numbers as a guide)

1	2	3	4	5	6	7	8	9	10
Not adequate to perform on the job			Received adequate training to secure first employment				Received training far above what was needed for first job		

APPENDIX M

Three-Year Student Followup*

1. Name _____

2. Address _____
Street

_____
City State ZIP

3. Social Security Number _____

4. Sex M ___ F ___

5. Date of Birth _____
Month/Year

6. Vocational program attended _____

7. Present employment status (check one)
   (a) Employed full-time . . . . . ( )
   (b) Employed part-time . . . . . ( )
   (c) In military service . . . . . ( )
   (d) In school full-time . . . . . ( )
   (e) Unemployed—seeking work . . . . . ( )
   (f) Unemployed—not seeking work . . . . . ( )

8. If you are working full-time are you working in a field (check one)
   (a) Related to your training . . . . . ( )
   (b) Not related to your training . . . . . ( )

9. Name of employer _____
   Address of employer _____
   Your job position _____

10. If you are in the military service what is your job specialty?
_____

11. Are you working for the same employer you went to work for immediately following graduation? Yes ___ No ___

12. Number of different employers you have worked for. (check one)
   (1) ___(2) ___(3) ___(4) ___(5) ___(more than 5) ___

13. Number of promotions you have received from your present employer. _____

14. Monthly salary you received immediately following graduation $_____ per hour or $_____ per month.

15. Your starting salary with your present employer $_____ per hour or $_____ per month.

** Adapted from a form developed by Western Wisconsin Technical Institute, LaCrosse, Wisconsin*

16. Your present salary $_____ per hour or $_____ per month.

17. Do you receive any additional compensation such as room, board, laundry, uniforms, tips, and etc.? Yes ___ No ___
Average monthly value of such compensation $_____

18. What form of additional education have you had since graduation? (check all that apply)

type	*No. of Months*
(a) Apprentice	( )
(b) Management training program	( )
(c) Company technical school	( )
(d) College	
Full-time	( )
Part-time	( )
(e) Vocational-Technical school	
Full-time	( )
Part-time	( )
(f) Correspondence	( )
(g) *Other*	( )
(h) None . . . . (check if applicable)	( )

19. Circle the number that you feel best describes the vocational training you received. (Use the descriptions below the numbers as a guide)

1	2	3	4	5	6	7	8	9	10
Not adequate to perform on the job			Received adequate training to secure first employment				Received training far above what was needed for first job		

20. What kinds of additional education and training do you desire?

_____

_____

_____

_____

21. In which of these organizations have you participated since you graduated?

	Member	*Participated Actively*	*Officer*
(a) Social and fraternal organizations	( )	( )	( )
(b) Professional organizations	( )	( )	( )
(c) Political organizations	( )	( )	( )
(d) Religious organizations	( )	( )	( )
(e) Service organizations	( )	( )	( )

APPENDIX N

INITIAL FOLLOWUP SURVEY OF FORMER VOCATIONAL STUDENTS

Student and Vocational Program Identification

Your Social Security Number

Is Your Name and Address Correct as Printed Above?
If not, please print the corrected information below:

New Name__ _ _ \

5. How many **full-time** jobs (30 or more hours per week) have you held since you left this vocational program?

53
- [1] ☐ **None**
- [2] ☐ 1 full-time job
- [3] ☐ 2 full-time jobs
- [4] ☐ 3 to 5 full-time jobs
- [5] ☐ 6 or more full-time jobs

NOTE: If your answer to question 5 was NONE, skip to question 16.

6. If you got a **full-time** job when you left this vocational program:

What was your job? _____

_____

54 For State Use Only _____

7. How closely did your **first full-time** job (30 or more hours per week) after leaving this vocational program relate to the training you received?

Check only one box

60
- [1] ☐ I was employed in the occupation for which I was trained by this vocational program
- [2] ☐ I was employed in a related occupation
- [3] ☐ I was employed in a completely different occupation

8. Did this vocational training program adequately prepare you for your **first full-time** job after leaving this training?

☐ Yes ☐ No

9. What was your **beginning hourly wage** on your **first full-time** job since leaving this vocational program?

Check only one box

62
- [1] ☐ $1.59 or less per hour
- [2] ☐ $1.60 to $1.99 per hour
- [3] ☐ $2.00 to $2.49 per hour
- [4] ☐ $2.50 to $2.99 per hour
- [5] ☐ $3.00 to $3.99 per hour
- [6] ☐ $4.00 or more per hour

10. How did you get your **first full-time** job after leaving this vocational training?

Check appropriate box or boxes below

- ☐ I got the job myself
- ☐ My family or friends helped me get the job

10. Continued.

- ☐ The job placement services provided by the school helped me get the job
- ☐ The state employment service helped me get the job
- ☐ A private employment agency helped me get the job
- ☐ Other (specify) _____

11. What is the **most** you have earned on a **full-time** job since leaving this program?

Check only one box

69
- [1] ☐ $1.59 or less per hour
- [2] ☐ $1.60 to $1.99 per hour
- [3] ☐ $2.00 to $2.49 per hour
- [4] ☐ $2.50 to $2.99 per hour
- [5] ☐ $3.00 to $3.99 per hour
- [6] ☐ $4.00 or more per hour

12. If you have held two or more **full-time** jobs (30 or more hours per week) since you ended this vocational training, check one box below.

70
- [1] ☐ I was trained in school for my **last** job
- [2] ☐ My **last** job was related to this vocational training
- [3] ☐ My **last** job was not at all related to this vocational training

13. Indicate below the **location** of your present or most recent **full-time** employment.

_____
Village, Town, City

_____
County

_____
State

71 For State Use Only _____

14. If you are presently working, what is your job? _____

_____

29 For State Use Only _____

15. What **wages** are you presently earning?

Check only one box

35
- [1] ☐ $1.59 or less per hour
- [2] ☐ $1.60 to $1.99 per hour
- [3] ☐ $2.00 to $2.49 per hour
- [4] ☐ $2.50 to $2.99 per hour
- [5] ☐ $3.00 to $3.99 per hour
- [6] ☐ $4.00 or more per hour
- [7] ☐ I am unemployed

16. What is your **current employment status?** Check the appropriate box or boxes below

- ☐ I am employed
  - ☐ **full-time** (30 or more hours per week)
  - ☐ **part-time** (less than 30 hours per week)
- ☐ I am unemployed
  - ☐ but **looking** for work
  - ☐ and **not looking** for work
- ☐ I am in the **military service**

42
17. As best you know, what type(s) of **job placement service(s)** were provided by the school and the vocational program in which you were enrolled?

43
- ☐ A school placement service coordinated with the State Employment Service
- ☐ Vocational Teachers helped place students in jobs by making referrals
- ☐ Guidance Counselors helped students find jobs
- ☐ Other (specify) _____
- ☐ School had no placement services

18. After you got your **first** job (full-time or part-time) following this vocational training, have you ever again used any of the **job placement services** provided by the school or this vocational program?

☐ Yes ☐ No

If yes, check the service(s) you have used since getting your first job

- ☐ Coordinated service provided by school and state employment service

50
- ☐ Vocational teacher assistance
- ☐ Guidance counselor assistance
- ☐ Other (specify) _____

19. How many separate vocational courses did you take while enrolled in this vocational program?

Courses

53

20. Did you enroll in this vocational program with the specific purpose in mind of getting skill training in order to get a job in this field.

☐ Yes ☐ No

21. Were you **satisfied** with the vocational training you received in this program?

☐ Yes ☐ No

22. Would you **recommend** this vocational program to others?

☐ Yes ☐ No

23. Since you left this vocational program, have you enrolled in any **additional education** program(s)?

58 ☐ Yes ☐ No

If yes, check type(s) and purpose(s) below:

59
- ☐ **General education program(s)**
  - ☐ To raise my general education level
  - ☐ Informal, noncredit course(s)
- ☐ **Vocational program(s)**
  - ☐ To upgrade the vocational skills previously learned in this program
  - ☐ To learn a new occupation

What type(s) of vocational training program(s) did you attend?

- ☐ Private school(s)
- ☐ Public school(s)

67
- ☐ Business or Industry

24. If you did enroll for additional education after leaving this vocational program, have you received (or do you expect to receive) one or more of the following:

☐ Yes ☐ No

If yes, check type(s)

- ☐ A certificate (type) _____

70
- ☐ A diploma (type) _____
- ☐ A 2-year associate degree (major) _____
- ☐ A 4-year college degree (major) ____
- ☐ Other (specify) _____

25. Are you **now** enrolled in a **vocational** program?

☐ Yes ☐ No

26. Are you **now** enrolled in any **educational** program(s) other than vocational?

☐ Yes ☐ No

27. Are you interested in getting **more vocational** training?

☐ Yes ☐ No

28. Are you interested in getting **more general** education?

77 ☐ Yes ☐ No

29. If you are interested in getting **more training of any kind**, indicate the type you are interested in:

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Your ideas and reactions in response to these questions would be appreciated.

Your comments will be kept strictly confidential.

30. What specific things about this vocational program have you found to be the most useful to you in your present job?

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31. What specific things about this vocational program have you found to be the least useful to you in your present job?

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32. Based on your experiences, what suggestions do you have for improving this vocational program?

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Current ERIC Documents on Job Placement and Followup of Vocational Education Students

The following documents have recently been entered into the ERIC system. They may be obtained in microfiche (MF) and hard copy (HC) from the ERIC Document Reproduction Service, P.O. Drawer O, Bethesda, Maryland 20014 at the prices given below. Order by ED number.

Placement

JOBS NOW Project—Second Year. Final Report for Phase One. ED 053 264. 121 pp. MF — 65¢; HC — $6.58.

Career Guidance Through Groups. A Job Placement and Group Vocational Guidance Program for High School Youth. Phase II, July 1, 1969, Through August 15, 1970. ED 050 362. 71 pp. MF — 65¢; HC — $3.29.

Helping Employers Get Help: A Guide to Job Development and Work-Training Programs. ED 050 278. 18 pp. MF — 65¢; HC — $3.29.

A Development Project in Self and Home Employment for the Homebound. ED 043 993. 26 pp. MF — 65¢; HC — $3.29.

A Job Placement and Group Vocational Guidance Program for Culturally Deprived High School Youth. Phase I, June 28, 1968, Through June 30, 1969. ED 048 446. 40 pp. MF — 65¢; HC — $3.29.

Followup

A Followup Study of the 58 Graduates, Class of 1970, of the Jackson County Adult Evening High School Completion Program. ED 049 450 77 pp. MF — 65¢; HC — $3.29.

The Effects of Vocational Training on Labor Force Experience. An Analysis of the Tennessee Area Vocational Technical School System. ED 051 388. 149 pp. MF — 65¢; HC — $6.58.

An Analysis of Differential Benefits From Vocational Training. ED 052 358. 87 pp. MF — 65¢; HC — $3.29.

Employment and Other Outcomes After a Vocational Program in a Rehabilitation Center. ED 051 517. 158 pp. MF — 65¢; HC — $6.58.

A Followup Study of Graduates From a Vocational Rehabilitation Program in a Residential Training Center for the Mentally Retarded. ED 046 149. 47 pp. MF — 65¢; HC — $3.29.

Guidelines for Conducting Periodic Followup Studies in the VTAE System. ED 047 093. 137 pp. MF — 65¢; HC — $6.58.

The following articles on job placement were listed in recent issues of *Current Index to Journals in Education.* Reprints of these articles are not available from a central source at the present time; however, information on their availability can be obtained by writing to the Editor, *Current Index to Journals in Education.*

"A Client Centered Approach to Job Placement," *Vocational Guidance Quarterly,* vol. 19, no. 4, pp. 266-270, June 1971.

"Placement and Salaries, 1970: The Year That Was Not What It Seemed," *Library Journal,* vol. 96, no. 11, pp. 1937-41, June 1, 1971.

"Occupational Guidance Approaches for Initial Work and Technical School Placement," *California Personnel and Guidance Association Journal,* vol. 4, no. 1, pp. 21-32, February 1971.

"Job Résumés for Vocational Graduates; Some Pointers on How To Help Your Students Write Them," *American Vocational Journal,* vol. 45, no. 1, pp. 34, 36, January 1970.

"Career Planning and Placement," *Liberal Education,* vol. 15, no. 4, pp. 559-570, December 1969.
"A School Counselor Looks at the Employment Service," *Manpower,"* vol. 2, no. 1, pp. 22-24, January 1970.

"Training Time and Placement Time in Vocational and Technical Education," *American Vocational Journal,* vol. 45, no. 3, pp. 16, 18, March 1970.

"Placement and Followup of Students," *Agricultural Education Magazine,* vol. 44, no. 4, pp. 98-99, Oct. 71.

"Placement and Followup Aids in Evaluating Accountability of Vocational Programs," *Agricultural Education Magazine,* vol. 44, no. 4, pp. 98-99, Oct. 71.

Past PREP Reports

The following PREP reports are available only from the ERIC Document Reproduction Service, P.O. Drawer O, Bethesda, Maryland 20014, in microfiche (65 cents) and hard copy ($3.29). Order by the ED number provided for each report.

1—*Instructional Television Facilities: A Guide for School Administrators and Board Members.* ED 034 077.

2—*Reading Difficulties: Reading and the Home Environment. The Principal's Responsibility.* ED 034 078.

3—*Establishing Central Reading Clinics: The Administrator's Role.* ED 034 079.

4—*Correcting Reading Problems in the Classroom.* ED 034 080.

5—*Treating Reading Disabilities: The Specialist's Role.* ED 034 081.

6—*Bilingual Education.* ED 034 082.

7—*Research for School Board Members: School-Community Relations.* ED 034 083.

8—*Research for School Board Members: Teacher Militancy, Negotiations, and Strikes.* ED 034 084.

9—*Job-Oriented Education Programs for the Disadvantaged.* ED 034 085.

10—*Seminar on Preparing the Disadvantaged for Jobs: A Planning Handbook.* ED 034 086.

11—*Research on Elementary Mathematics.* ED 034 087.

12—*Paraprofessional Aides.* ED 034 906.

13—*Sharing Educational Services.* ED 036 666.

14—*Social Studies and the Disadvantaged.* ED 037 588.

15—*Student Participation in Academic Governance.* ED 038 555.

16—*Individualized Instruction.* ED 041 185. (Hard copy, $6.58)

17—*Microteaching.* ED 041 190.

18—*Reinforcing Productive Classroom Behavior: A Teacher's Guide to Behavior Modification.* ED 042 061.

19—*Migrant Education.* ED 042 936.

20—*Teacher Recruitment and Selection.* ED 043 797.

21—*Teacher Evaluation.* ED 044 546.

22—*A Readiness Test for Disadvantaged Preschool Children.* ED 047 168.

23—*Educational Cooperatives.* ED 048 521.

The PREP Reports which follow these are available from the U.S. Government Printing Office as shown on the inside front cover of this issue.

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